



# 1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

## Grade 11— Arts and Humanities Question 2

The academic expectations addressed by this item include:

**2.23 Students analyze their own and others' artistic products and performances using accepted standards.**

**2:25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as language, literature, and history.**

The core content assessed by this item includes:

- Production Elements
  - \* Basic sound, lighting effects, and make-up enhance the scenery, costumes, and props, contributing to the total production of the drama.
  - \* Sound and lighting designers along with stage, publicity, and prop managers work to make a production more effective and efficient. While each job has individual responsibilities, they are interrelated.
- Dramatic Elements
  - \* Sound and spectacle (visual) further define the plot, character, theme, and language.
- Historical/Cultural Awareness
  - \* There are similarities and differences in the dramatic and production elements in theatre from various periods in history such as Modern/Contemporary.

### 2. Props

Props can help actors develop their characters. Imagine what one actress can do with a large handbag in a comedy and what another actress can do with that same handbag in a mystery. Choose a prop and show how it can differ in two types of theater genres.

## SCORING GUIDE

Score	Description
4	Student chooses a prop and discusses how it can be used in two different types of theater productions. Discussion of prop clearly fits chosen genres. Response shows a clear understanding of how theatrical elements enhance a production.
3	Student chooses a prop and discusses how it can be used in two different types of theater genres. Discussion of prop fits chosen genre. Response shows some understanding of how theatrical elements enhance a production.
2	Student chooses a prop and provides some discussion of its use in two theater genres. Discusses use on functional level rather than how prop can affect the production or be used to express a certain theatrical quality. OR Student chooses a prop and discusses its use in one theatrical genre (in depth) with no or minimal mention of use in another type of theatrical genre.
1	Student chooses a prop and minimally discusses it in one or two genre(s).
0	Response is incorrect or irrelevant.
Blank	Blank/no response.



# KIRIS ASSESSMENT ANNOTATED RESPONSE

## GRADE 11 ARTS AND HUMANITIES

### Sample 4-Point Response of Student Work

Student chooses a prop.

Student describes how prop can be used in two (2) different ways.

Student discusses how prop fits genre.

Student shows clear understanding of theatrical elements.

The handbag could be used for both situations. The actress in the comedy could make the handbag a light color that shows happiness. Colors like yellow, red and green would be good colors for the comedy. Also, the actress could make the straps long so the bag would swing when she walked, and that would help show joy and happiness. In a mystery the handbag should be a dark color like black or midnight blue. The actress could then make the straps on the handbag very small so that it stayed close to her body. This closeness would make people think she was hiding something. If a tree was used in a comedy scene, the tree could have bright green leaves, a light brown trunk, and some bright red apples. This would give the audience a feeling of a nice summer day and would show the happiness. If a tree was to be used in a scary scene the tree would be better if it had no leaves on it and a dark shade of brown for the trunk and branches. This would make the audience think of a gloomy autumn day that no one likes.



# KIRIS ASSESSMENT ANNOTATED RESPONSE

## GRADE 11 ARTS AND HUMANITIES

### Sample 3-Point Response of Student Work

Student chooses a prop.

Student discusses how props are used to enhance characters, more detail needed.

A black overcoat or rain coat can be very mysterious in mysteries. It looks suspicious and can make or break the whole play. It makes the character look suspicious and make people think that that character did something just by wearing a overcoat or rain coat. In a comedy a character can be wearing one out in the rain and it could blow off or rip and it would make the play funny. There are various different ways that it could be used in a comedy and a mystery.

Student's response shows some understanding of these theatrical elements.



# KIRIS ASSESSMENT ANNOTATED RESPONSE

## GRADE 11 ARTS AND HUMANITIES

### Sample 2-Point Response of Student Work

Student discusses props on functional level rather than how prop affects production.

Student chooses props.

An actor can use props in a variety of ways. For example a person could use a dagger to kill themselves in a Shakespear tragedy. The same dagger could be used in a mystery as a murder weapon. Other props such as purses, telephones could be used in the same ways. The main point is actors use props to do a variety of things on stage.

Student is unclear in explanation.

### Sample 1-Point Response of Student Work

Student minimally discusses the prop.

Props can be a necessity in acting. The same prop can be influential of one's character in more than one type of theatre. For instance, a razor can be used by one man in a shaving scene. And that very razor could be used by a desperate woman trying to shave her dog "Needles." So you see, everything is versatile. Like people, even the same prop can take on several different roles.

Student chooses a prop.

Student does not establish a different genre.

# INSTRUCTIONAL STRATEGIES

## Props

Study production elements, their meaning and purpose, from the play *West Side Story* and determine how the elements enhance the production.

Review at least three plays or skits on video to identify production elements and how they are used in each play production. Demonstrate ways any particular prop (or production element) can be used differently in order to change the purpose or historical/cultural awareness-setting of play.

Select a modern/contemporary play (e.g., *A Raisin in the Sun*, *Phantom of the Opera*). Compare and analyze similarities and differences in the dramatic production elements of these modern/contemporary plays.

Explain how sound, lighting effects, and make-up enhance the scenery ,costumers, and props in the play *Phantom of the Opera*.